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ABSTRACT

This book intervenes in current debates about the future of English studies as business interests reach deeper into the domains of higher education. By recognizing that economic pressures keenly manifest themselves in curricula, the essays in the book explore possibilities for curricular reform in English to serve the interests of students, teachers, and local communities. The essays address historical and theoretical questions about the relationships among management pressures, disciplinarity, and curricular reform, including the changing role of writing. Following a poem, a foreword (D. Bleich), and (1) "English Incorporated: An Introduction" (the editors), essays in Part 1: Disciplinary Revision and Curricular Reform for the Twenty-First Century, are: (2) "Beyond Disciplinary English: Integrating Reading and Writing by Reforming Academic Labor" (D.B. Downing); (3) "'A Blow Is Like an Instrument': The Poetic Imaginary and Curricular Practices" (C. Bernstein); (4) "Corporate Textbook Production, Electronic Resources, and the Responsible Curriculum" (D.H. Holdstein); and (5) "Accountability and the Conditions for Curricular Change" (R. Ohmann). Essays in Part 2: The Curricular Politics of Local, Regional, and National Differences, are: (6) "Excavating the Ruins of Undergraduate English" (B. Horner; K. Latchaw; J. Lenz; J. Swilky; D. Wolf); (7) "'No Chains around My Feet, but I'm Not Free': Race and the Western Classics in a Liberal Arts College" (P. Savery); (8) "A Symposium on 'What Will We Be Teaching?: International Re-Visions in University-Level English Curricula'" (D. Stacey; C. Woods; R. Pope); and (9) "Curriculum for Seven Generations" (D. Owens). In Part 3: Places of Writing in the English Curriculum, are: (10) "Concentrating English: Disciplinarity, Institutional Histories, and Collective Identify" (A. Goodburn and D. Minter); (11) "Changing the Program(s): English Department Curricula in the Contemporary Research University" (J.E. Seitz); and (12) "Composition and Rhetoric, Inc.: Life after the English Department at Syracuse University" (J.T. Zebroski). In Part 4: New Missions: The Impact of Technology, Service, and the Vocationalizing of Higher Education, are: (13) "Technological Imbalances: The English Curriculum and Distance Education" (J.M. Neff and J.R. Comfort); (14) "The Great Work: Recomposing Vocationalism and the Community College English Curriculum" (D. Collins); (15) "Service Learning as the New English Studies" (E. Cushman); (16) "Collaborative Learning Networks: A Curriculum for the Twenty-First Century" (J.J. Sosnoski; P. Harkin; A. Feldman); and Afterword (P. Mathieu and C.M. Hurlbert). (NKA)

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